



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

controlling physical processes by mental pictures or ideas. However, the teacher who does not look for a consistent treatment throughout will find many helpful suggestions. The strong restatement of the practice of well-rounded musical educators—with whom too frequently the directors of boy choirs cannot be classed—of preventing the disastrous break in boys' voices by gradually lowering the pitch of the part sung as the voice changes from a youth's to a man's should help in killing the notion that boys should not sing during the period of mutation.

Education through Music. By C. H. FARNSWORTH. New York: American Book Co., 1909. Pp. 208. \$1.00.

The teacher and the parent who are anxious to make their knowledge of music-instruction more than a list of perfunctory precepts will find much material of value in this volume. Professor Farnsworth is a careful thinker who submits every device and method to close scrutiny and evaluation from a broad educational outlook. In this volume, after outlining his general point of view, he proceeds to follow through, year by year, an ideal scheme of music-instruction for the eight years of the public school. No book has heretofore covered the field in such a comprehensive and disinterested manner. Teachers of any system can gather suggestions from this book, by careful consideration of what is stated, but few will be able to follow out in practice or even to accept in theory, all the steps advocated. Although the book is intended for grade work only, the treatment of the seventh and eighth grades, in which the author advocates little singing, and much stress on music-appreciation and history, will, in many places, be helpful in planning high-school courses. It is to be regretted that the author has felt it necessary to curtail his discussion of a number of movements here and abroad for greater spontaneity, self-expression, and interrelation of music with other subjects in the curriculum. The music of the country is feeling its way into unknown provinces, and Professor Farnsworth could well have stated some of the latest tendencies. A revision of the book should also include an index.

School Hymnal. By HOLLIS DANN. New York: American Book Co., 1910. Pp. 191. \$0.50.

The author has tried to retain the religious category and still introduce a few songs which will meet the demand of youthful spirits. It is stretching the "hymnal" idea pretty far when the conception of dignified national anthems is made to include the rollicking tune of "Dixie," but the inclusion of this, and several other of the better-known folk-songs of the love type, will doubtless add interest to many chapel exercises. The selection of material has been carefully made, and the book should prove helpful in institutions in which the religious atmosphere precludes selecting a songbook purely from a musical point of view. Where, however, it is recognized that song even without a hymn text can be used for character development, a choice can be made from several more suitable volumes, in which the hymn is included as one type of song, and that not the most important.

Art Songs for High School. By WILL EARHART. New York: American Book Co., 1910. Pp. 283. \$0.80.

This is a somewhat better than ordinary collection, but is still along conventional lines. The musical material possesses no special claim to the title of art song, and the arrangements give little evidence of being particularly adapted for high-school use.

Most of the songs require a well-balanced mixed chorus, such as is seldom found in high schools. Little attention is paid to bringing into supple ease through the use of easy melodic parts the tenor and bass voices. Most of the time they must serve menially a monophonic melody given to the sopranos.

Studies of Musical Education: History of Aesthetics. Fifth Series. Being the Papers and Proceedings of the Music Teachers' National Association at Its Thirty-second Meeting, Boston, December, 1910. Hartford, Conn.: Published by the Association: Editorial Office. \$1.60.

With the view of placing in easily obtainable form the best thought on problems of musical education in the United States, the Music Teachers' National Association has been issuing for the past five years a well-bound and well-printed volume of their proceedings. The present volume contains the usual valuable material, and is thus one that should be generally owned by libraries and by earnest students of music throughout our country. Articles of special interest deal with music appreciation, discussed from the point of view of the school, the concert room, and the home; the modern organ; the uses of the mechanical player-piano; and various more technical subjects, such as the teaching of piano, voice, public-school music, and harmony. One of the most interesting topics is the preliminary report of a committee which has undertaken the important and much-needed task of simplifying the subject of music terminology.

The Mastersinger. By FRANK A. RIX. New York: American Book Co., 1910. Pp. 192. \$0.65.

A goodly proportion of the thirty-three choruses in this volume are entitled to the name of mastersongs, and hence are well deserving of commendation as a means of art education for high-school students. Dr. Rix has subjected each of the compositions to more or less arranging, with a view to making it available for many kinds of chorus groups. In the process he has undoubtedly greatly broadened its availability, but with inevitable losses in musical effects. Musicians will, however, pardon most of the faults when they consider how many more pupils will be able to gain, from this book, some knowledge of the splendid choruses of Handel, Mozart, Mendelssohn, Wagner, Gounod, Elgar, Strauss, and other great musicians. But let no director take too literally the frequent statement, "bass optional." A man can hobble on one leg, but this hardly justifies the statement, "left leg optional."

Christmas Carols and Hymns. By HOLLIS DANN. New York: American Book Co., 1910. Pp. 111. \$0.45.

This is a convenient collection of choruses for that most musical celebration of the year, Christmas. All the material is of real musical worth, and hence could well displace the usual booklets which serve choirmasters and Sunday-school superintendents in the preparation of their Christmas programs. There are included the best Christmas hymns, a few of the most attractive chorals, and a few standard anthems. The book will be useful as a supplementary text in many schools, although for this purpose the inclusion of some of the secular Christmas songs of the jolly English type would have made it more available.

PETER W. DYKEMA

THE ETHICAL CULTURE SCHOOL
NEW YORK